

DEPARTMENT OF ELECTRONICS AND COMMUNICATION ENGINEERING
Alumni Feedback Analysis Report on POs, PSOs, and PEOs
Academic Year: 2024-25

1. Introduction

This report presents a comprehensive analysis of the Alumni Feedback collected for the Department of Electronics and Communication Engineering (ECE) with regard to the Program Outcomes (POs), Program Specific Outcomes (PSOs), and Program Educational Objectives (PEOs). Alumni feedback serves as a crucial indicator of the effectiveness of the curriculum and the overall quality of engineering education imparted. The insights gained from this analysis will be instrumental in enhancing the academic framework and ensuring the continual improvement of our engineering programs.

2. Alumni Feedback Data Overview

2.1. Program Outcomes (POs)

PO Component	Average Rating (Out of 5)
Engineering Knowledge	4.53
Problem Analysis	4.33
Design/Development of Solutions	4.47
Conduct Investigations of Complex Problems	4.33
Modern Tool Usage	4.20
The Engineer and Society	4.20
Environment and Sustainability	4.53
Ethics	4.53
Individual and Team Work	3.93
Communication	2.93
Project Management and Finance	4.20
Life-long Learning	4.27

2.2. Program Specific Outcomes (PSOs)

PSO Component	Average Rating (Out of 5)
Application of Concepts	4.13
Real World Problem Solving	4.33
Professional Competence & Ethics	4.27

2.3. Program Educational Objectives (PEOs)

PEO Component	Average Rating (Out of 5)
Solve Industrial & Technological Problems	4.22
Innovation	3.94
Social Responsibility	3.72
Teamwork	4.22

3. Analysis and Interpretation

3.1. Strengths Identified

- High scores in *Engineering Knowledge* (4.53), *Ethics* (4.53), and *Environment and Sustainability* (4.53) reflect robust curriculum alignment with core values and technical foundations.
- *Design/Development of Solutions* (4.47) and *Problem Analysis* (4.33) indicate effective integration of problem-solving capabilities in student learning.
- High ratings in PSOs such as *Real-World Problem Solving* (4.33) and *Professional Competence* (4.27) signify strong domain preparedness.

3.2. Areas of Concern (Weaknesses)

- *Communication* (2.93) and *Individual and Team Work* (3.93) emerged as the lowest scoring POs, pointing to gaps in soft skill development.
 - PEO component *Social Responsibility* (3.72) and *Innovation* (3.94) also reflected relatively lower scores.
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4. Recommendations and Remedial Measures

4.1. Enhancing Communication Skills

- Introduce dedicated soft-skills development modules every semester.
- Organize regular seminars, debates, and group discussions.
- Collaborate with the language and humanities department for communication labs.

4.2. Fostering Teamwork and Individual Effectiveness

- Include more collaborative projects across interdisciplinary teams.
- Evaluate students partially based on peer feedback and teamwork efficiency.

4.3. Encouraging Innovation and Social Responsibility

- Launch innovation cells and incentivize student participation in hackathons.
- Include mandatory community service and social project internships.
- Promote student entrepreneurship through mentorship and incubation programs.

5. Implementation Strategy

Action Item	Responsible Body	Timeline	Evaluation Metrics
Communication Skills Workshops	T&P Cell / Language Dept	Every Semester	Feedback & Score Improvement
Team Projects	All Departments	Ongoing	Peer Reviews & Deliverables
Social Responsibility Programs	NSS / Student Clubs	Annually	Number of Projects & Feedback
Innovation Bootcamps	IIC / IDEA Lab	Bi-Annual	Start-up Ideas Generated

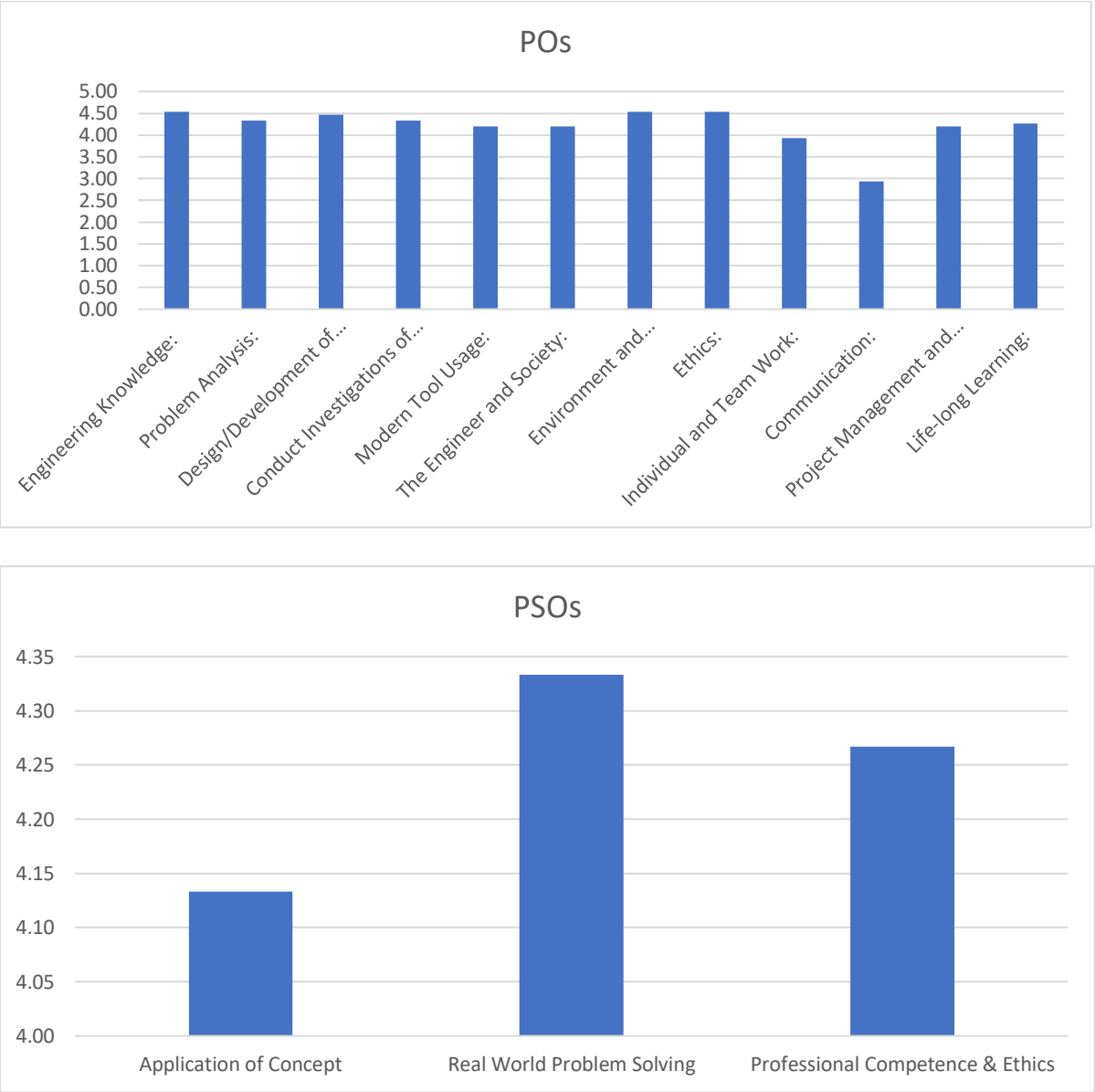
6. Conclusion

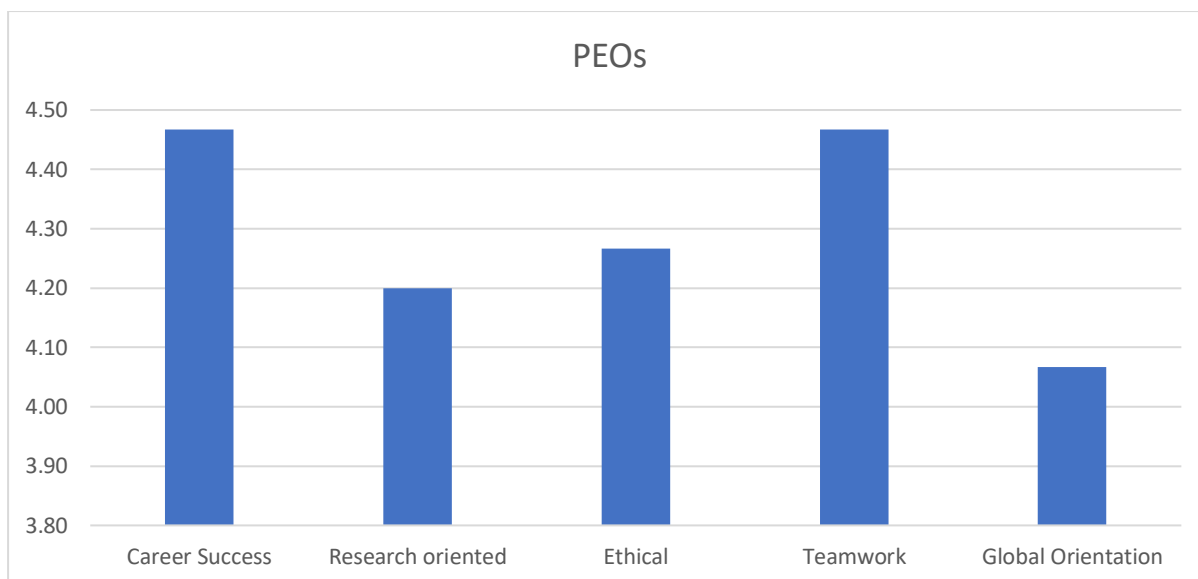
The alumni feedback analysis for the ECE Department offers encouraging signs of academic strength and solid domain preparation. However, certain non-technical skills such as communication and team dynamics require targeted attention. The suggested remedial actions and implementation plan will be crucial in closing the

identified gaps, thereby ensuring a holistic, future-ready engineering education model.

7. Annexures

Annexure A: PO, PSO, and PEO Feedback Graphs





Annexure B: List of Actionable Items with Status (2023–2025)

Annexure C: Sample Feedback Form for Alumni

8. STRATEGIC INITIATIVES **ALREADY TAKEN TO** STRENGTHEN COMMUNICATION AND EMPLOYMENT SKILLS

To address the gaps identified in communication and employability skills, the institute undertook a series of well-structured and impactful measures:

1. **Incorporation of Employment Skills into the Curriculum:**
Employment skills were integrated into the academic credit structure, ensuring that students receive formal instruction and evaluation in this critical area. This strategic inclusion makes skill development an essential component of their academic journey.
2. **Creation of a Dedicated Department:**
A specialized department was established to focus exclusively on communication and employability skills. This initiative ensures that the development of these competencies receives continuous attention and structured guidance.
3. **Appointment of an Experienced Anglo-Indian Professor as Department Head:**
To lead the newly formed department, an Anglo-Indian professor with extensive expertise in communication and professional skill development was

appointed. Their multicultural background and proven experience bring a global outlook and innovative approaches to the department.

4. **Adoption of a Robust Assessment System:**

A refined assessment system, recommended by subject matter experts, was implemented to evaluate student progress effectively. This system emphasizes continuous improvement by identifying skill gaps and addressing them through targeted interventions.

These initiatives are designed to equip students with the necessary skills to excel in professional environments, ensuring they are well-prepared for the demands of the global workforce.

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